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Influence of Universal Basic Education (UBE) Facilities on Classroom Control and Discipline and Teaching-Learning Atmosphere in Ogun State Public Primary School.

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Introduction

Studies over the years have shown that classroom control and discipline and learning atmosphere of schools can be occasioned by the nature and level of facilities provided and that these equally have its influence on academic performance (Ajayi,1998; Adamu, 1998 cited in Dike, 2002; www.nigeriafirst.org, 2004 & Adeyemi, 2007).

Similarly, according to Ajayi (1998) the report of the Committee of Experts that studied the problems of primary education in Nigeria reveals that; (a) most of the 444,985 primary schools classrooms serving the 16m pupils in the 1999/2000 session were dilapidated, either not having windows, doors furniture or roof; (b) about 38,649 schools were overcrowded; (c) over 80% of the schools maintained no libraries; (d) only primary one textbooks were supplied and (e) parents refused to contribute 20.00 to ensure continuity of supply of textbooks. Ajayi adds that various forms of assistance emanating from international donor agencies, namely, the World Bank, the British Council and Community Education programme were not taken seriously while counterpart funds for loans were not forthcoming from Nigeria.

With particular reference to Ogun State which is the is the focus of this current research, with 20 Local Government Areas, Ogun State is having 1,309 public primary schools as at year 2000 (but currently and starting from the 2003/2004 session, the State is having 1,336 public primary schools with the same number of Local Government Areas), the total number of classrooms stands at 10,174 with 14,712 streams, out of these only 2,790 classrooms were in good condition, a percentage of 27 (Obanya, 2000; Ogbuka, 2002 www.nigeriafirst.org, 2004 & Adeyemi, 2007).

Taking a cursory look at the classroom situation with it's attendant effects on classroom activities which include classroom control and discipline teaching-learning atmosphere of schools and especially with the newly introduced Universal Basic Education (UBE) in Ogun State and Nigeria in general, there is the need for adequate provision of facilities to enhance the quality of classroom control and discipline on the part of the teachers and students and that of the teaching-learning atmosphere as a whole.

It should be pointed out, that the current UBE scheme at the primary level of education is making efforts at providing some facilities and support programmes which include; rehabilitation of schools and the construction of new ones and block of classrooms; provision of furniture; writing and instructional materials; special programs targeted at girls and hard-to-reach groups such as, children of fishermen and nomadic communities on education; reduction of high pupil-teacher ratio; formation of partnerships with Local Governments and Communities on education among others. The UBE scheme is also

expected to try out solutions in the area of capacity building; teaching-learning; curriculum; school management; community support and policy.

The introduction of the UBE scheme in Nigeria was borne out of the belief that the sure part to meaningful development, enduring peace and sustainable prosperity of an emerging nation like ours is functional literacy occasioned by the provision of adequate facilities to her populace. The educational scheme is therefore, expected to encourage attempt at increasing literacy rate and productive literate workforce in all areas of the economy.

To achieve this strong educational foundation, the Nigerian primary education system therefore, needs adequate facilities such as blocks of classrooms, furniture, teachers, instructional materials, libraries and other school equipment. These are expected to be provided for effective teaching-learning to take place, as well as for adequate classroom population, effective climate, standard pupil-teacher classroom ratio and pupil academic achievement to be attained among others.

In all, this research work basically focuses on the influence of UBE facilities which are blocks of classrooms, furniture and reading and instructional materials on classroom control and discipline and teaching- learning atmosphere at the primary arm of the basic education program.

Problem of the Study

From the forgoing, and with the inauguration of the UBE scheme, some efforts are made at providing facilities in addition to the existing ones in selected public primary schools in Local Government Areas of Ogun State. Going by studies pointed out in the background to this study, it is obvious that there is need for aggressive provision of facilities to public primary schools considering the level of decay and their attendant influence on school activities over the years.

To this end, this study intend to find out the influence of UBE facilities of blocks of classrooms, furniture, writing and instructional materials on two school performance factors which are (a) classroom control and discipline and (b) teaching- learning atmosphere. The study also intends to ascertain the relevance of the UBE scheme in the area of facilities provision from the outcome of the research work.

Research Hypotheses

To address the problem of the study, two research hypotheses were generated and tested. They are as follows:

1. There is no significant difference in the level of classroom control and discipline in schools with UBE facilities and schools without these facilities.
2. There is no significant difference in the teaching- learning atmosphere of schools with UBE facilities and those without these facilities.

Research Method

Population

The population for this study included all Head-teachers and Classroom-teachers of all the public primary schools in Ogun State of Nigeria.

Sample

The sample for this study comprise three hundred and eighty (308) respondents. They included thirty-two (32) Head-teachers (10 males and 22 females) and two hundred and seventy-six (276) classroom-teachers (75 male and 201females) from thirty-two (32) schools. To select the sample , the four (4) administrative zones (Ijebu, Egba, Yewa, and Remo) that make-up the Ogun State were used. Each zone was stratified into rural and urban areas. The purposive and simple random sampling method of random numbers in computer was used to select the thirty-two (32) schools with eight (8) each from the four (4) zones. These consisted of four (4) schools already provided with UBE facilities and four (4) without these facilities. This is to allow for equal representation and basis for influence assessment. The simple random sampling method was then used to select the teachers used for the study from the 32 selected public primary schools.

Research Instruments

For the collection of data for the study, the Facilities Impact Questionnaire (FIQ) 1 and (FIQ) 2 were used and secondly, an Observation Scale (OBS) was adopted from the National Primary Education Commission/World Bank (1997): Nigerian Primary Education Project.

The self-designed questionnaire – FIQ 1 and FIQ 2 each consisted of two parts: Sections A and B. The section A of each was structured to gather information on some demographic features such as gender, marital status, academic/professional qualification, teaching experience, designation and class taught. The section B of FIQ 1 contained twenty-four (24) items addressing facilities impact on school performance variables of classroom control and discipline and teaching-learning atmosphere. These items were rated on a four-point likert scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points, Strongly Disagree (SD) – 1 point. The section B of FIQ 2 also contained the same twenty-four (24) items as the FIQ1, only that they address the non-provision of facilities to schools and how they affect the school variables identified in FIQ 1. The items on the FIQ 2 were equally scored on a four-point likert scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points, Strongly Disagree (SD) – 1 point.

For FIQ 1 and FIQ 2, respondents were requested to rate the items as appropriate to their opinion using the scale provided. The FIQ1 and FIQ 2 were given to the Head-teachers and Classroom-teachers to furnish information on materials supplied by the UBE scheme and their impact on the school performance variables identified in the study.

The second instrument which is an Observation Scale (OBS) was adopted as a back-up tool to measure the impact of the provision and non-provision of UBE facilities in the sampled schools on the two dependent variables of the study: (a) classroom control and discipline and; (b) teaching-learning atmosphere. These observation scales were personally rated by the researcher. This was necessary because the FIQ 1 and FIQ 2 were self-reporting instruments for teachers but who may be too cautious of what they were reporting. The observation scale therefore, provided direct observation of specific and clearly defined traits snappily as they occurred in the schools. These observation scales are therefore described below:

(a) The observation scale for measuring classroom control and discipline and that of teaching-learning

atmosphere contained two sections: As and Bs. The section As enabled the observer to note down some demographic data of the school which are: name of school, number of pupils in class and number of furniture. The section Bs of the scales contained ten (10) items on some factors of classroom control and discipline and teaching-learning atmosphere. These items on both observation scales were rated on a five-point scale of Very Good (VG) – 5 points, Good (G) – 4 points, Average (AV) – 3 points, Poor (P) – 2 points and Very Poor (VP) – 1 point.

Validation of the Instruments

Validity: The validity of both the FIQ 1 and FIQ 2 were carried out with respect to what they are expected to measure through content validity. First, by a critical review of literature related to the subject matter of the study. After the design and construction of the research instruments, the draft was presented to specialists in the area of educational management and psycho-metric to provide the instrument with content validity. The items were critiqued in order to improve and ensure their appropriateness at eliciting the right responses.

Reliability: To test the reliability of the questionnaire FIQ 1 and FIQ 2, in terms of measuring consistently, what they are expected to measure, Crombach Alpha was carried out for the questionnaire. This was undertaken in a pilot study using sixty (60) respondents that included twenty (20) teachers whom were selected to carry out the reliability of the instruments. The Crombach Alpha indicated a result of 0.8642. This result was found to have high level of significance.

Data Analysis

T-test was used to analyze data gathered from teachers and researchers ratings.

Results

RESEARCH HYPOTHESIS 1

There is no significant difference in the level of classroom control and discipline between schools with UBE facilities and schools without these facilities

Table 1: t-test Analysis of Teachers' Rating of Classroom Control and Discipline in Schools with and without UBE facilities

School Type	N	`X	SD	Df	t-Obs	Sig (2-tailed)
Schools with UBE facilities	156	13.23	2.45	306	8.87	0.000 P<0.05
Schools without UBE facilities	152	10.39	3.13			

Total	308	

($t_{Obs.}$ = 8.87, P < 0.05)

The result from table 1 on classroom control and discipline indicates a mean score of 13.23 for primary schools provided with UBE facilities and 10.39 for schools without these facilities. The t-calculated value of 8.87 is significant at 0.05 alpha level. This means that there was significant impact of UBE facilities on classroom control and discipline in primary schools where they were provided. Apart from the difference established, the mean scores of 13.23 and 10.39 of the two school types translate that teachers rated the extent of classroom control and discipline as high as 66.15% in schools with UBE facilities and 51.95% in schools without UBE facilities.

Table 2 below shows the t-test analysis of the observation rating of UBE facilities impact on classroom control and discipline.

Table 2 t-test Analysis of Observation Rating on Classroom

Control and Discipline in Schools with and without UBE Facilities

School Type	N	`X	SD	Df	t-Obs	Sig (2-tailed)
Schools with UBE facilities	16	35.19	2.45	30	5.02	0.000 P<0.05
Schools without UBE facilities	16	28.39	4.56			
Total	32					

($t_{Obs.}$ = 5.02, P < 0.05)

The result from the back-up observation table on classroom control and discipline indicates a mean score of 35.19 for schools with UBE facilities and 28.39 for schools without these facilities. The t-calculated value of 5.02 is significant at 0.05 alpha level. This result corroborates that of table 1, which shows that there was significant impact of UBE facilities on classroom control and discipline in primary schools where they were provided. Apart from the difference established, the mean scores of 35.19 and 28.39 of the two school types translate that the extent of classroom control and discipline was rated as high as 70.38% in schools with UBE facilities and 56.78% in schools without UBE facilities.

The results presented in tables 1 and 2, shows that there is a significant difference in the level of classroom control and discipline between schools with UBE facilities and those without these facilities. Therefore hypothesis one which states that there is no significant difference in the level of classroom

control and discipline in schools with UBE facilities and schools without these facilities is therefore not retained.

RESEARCH HYPOTHESIS 2

There is no significant difference in the teaching-learning atmosphere of schools with UBE facilities and schools without these facilities

Table 3: t-test Analysis of Teachers' Rating of Teaching-Learning Atmosphere in Schools with and without UBE Facilities

School Type	N	`X	SD	Df	t-Obs	Sig (2-tailed)
Schools with UBE facilities	156	7.44	1.88	306	6.19	0.000 P<0.05
Schools without UBE facilities	152	6.07	1.98			
Total	308					

($t_{-Obs.}$ = 6.19, P < 0.05)

The result from table 3 on teaching-learning atmosphere indicates a mean score of 7.44 in schools provided with UBE facilities and 6.07 for schools not yet provided. The t-calculated of 6.19 is significant at 0.05 alpha level. This means that there was significant impact of UBE facilities on teaching-learning atmosphere in primary schools where they were provided. Apart from the difference established, the mean scores of 7.44 and 6.07 of the two school types indicates that teachers rated the extent of teaching-learning atmosphere as low as 37.2% in schools with UBE facilities and 30.35% in schools without UBE facilities.

Table 4 below presents the result of the t-test analysis of the observation rating on the impact of UBE facilities on teaching-learning atmosphere.

Table 4: t-test Analysis of Observation Rating of Teaching-Learning Atmosphere in Schools with and without UBE Facilities

School Type	N	`X	SD	Df	t-Obs	Sig (2-tailed)
Schools with UBE	16	18.43	4.56	30	3.56	0.001

facilities						P<0.05
Schools without UBE facilities	16	13.94	2.17			
Total	32					

($t_{Obs.}$ = 3.56 P < 0.05)

The result from the back-up observation scale on teaching and learning atmosphere indicates a mean score of 18.43 for schools with UBE facilities and 13.94 for schools without these facilities. The t-calculated value of 3.56 is significant at 0.05 alpha level. This result corroborates that of table 3, which shows that there was significant impact of UBE facilities on teaching and learning atmosphere in primary schools where they were provided. The mean scores of 18.43 and 13.94 of the two school types show that the extent of teaching-learning atmosphere was rated as low as 36.86% and 27.88% in schools with UBE facilities and those without UBE facilities respectively.

From the results presented in tables 3 and 4 it means that there is a significant difference in the level of teaching-learning atmosphere of schools with UBE and those without UBE facilities. To this extent, hypothesis three which states that there is no significant difference in the teaching-learning atmosphere of schools with UBE facilities and schools without these facilities is hereby not retained.

Discussion of findings

Classroom Control and Discipline Assessment:

An assessment of the impact of UBE facilities on classroom control and discipline indicates that it was significant in schools currently provided with these facilities as against those without them. The extent of classroom control and discipline (using the mean scores from the two tables provided that is, teachers rating and observation ratings) indicates high percentage of 66.15 and 70.38 in schools provided with these facilities.

The fieldwork reports show that the blocks of classrooms provided were spacious, with enough ventilation and well-arranged chairs and tables (fixed to the floor) for standard classroom pupils population of 40 pupils per class (FGN, 2004), although, less than 40 pupils per class obtains in public primary schools in Ogun State. It was noted that these created room for orderly sitting arrangements (two pupils per table and chair). Pupils' co-operative learning behavior was found to be impressive, especially in the use of reading and writing materials and teachers display and use of instructional materials. This aided the teaching and learning condition of the classroom, and teachers' effective classroom control and discipline. With the spacious classroom and sitting arrangement, the teacher was able to move around to observe, organize, and conduct effective supervision of pupils' participation in class activities and their level of concentration and attention in class.

As pointed out by Pierce (1994) the classroom is a critical locus for pupils' inter-personal and educational development. He posited that evidence from research findings have shown that the nature of the classroom environment has a powerful influence on how well pupils achieve a wide range of

educational outcomes. Thus, the layout of classroom, space, furniture arrangement, the position of the pupils in relation to lighting, windows and chalkboard would have influence on the child's right to live and learn.

The need for an effective classroom organization cannot be over-emphasized as this helps to bring about effective learning. To achieve this, the classroom teacher should be such a person that is disciplined and ready to organize effective learning through conducive classroom atmosphere as proper arrangement of the classroom pave way for adequate supervision.

Akinpelu (1999), Akinade (1999), Gbadamosi & Adeyemi (2003) and Adeyemi (2007) opine that classroom control and discipline which are factors in the tone of the classroom are important to the attainment of the end results in the teaching and learning process. According to them, such tone should be that which is capable of producing discipline, self-control, orderliness, obedience and power of cooperation in the schools. They therefore, concluded by saying, that, the learning environment should have a good physical surrounding and physical facilities, which could encourage the pupils to concentrate on their studies. It was noted that where classroom is badly located and ventilation or lighting sub-standard, pupils may develop negative attitude towards their studies (Dike, 2002 & Awoyele, 2005).

Teaching-Learning Atmosphere Assessment:

The findings of the study further indicated that there was significant impact of UBE facilities on teaching-learning atmosphere. This was however low. The extent of teaching-learning atmosphere using the rated mean scores from the two sources provided (that is, teachers rating and observation ratings) shows a low percentage impact of 37.2 and 36.86. This may be as a result of the serious decay in available facilities in public primary schools in Ogun State and Nigeria over the years. For instance, the UBE Commission (2002) and Dike (2002) notes that the physical conditions in public primary schools have worsened. It was further pointed out that many schools are no longer operational or operate with fewer classrooms than needed; most are without furniture or teaching materials, some even make use of tree shade for their teaching-learning process.

On the other hand, in a study conducted by Yoloye (1993) to assess the conduciveness of the school environment for teaching and learning in the nation's primary schools, it was found out that, most schools and classroom environments were hardly conducive to teaching and learning. The report highlights the following deficiencies:

- 77 percent of pupils lack textbooks;

– 47 percent of the school furniture are inadequate for the use of pupils;

– 38 percent of the classrooms have no ceilings;

– 36 percent of the pupils have no writing materials.

The study further pointed out that 3 percent of the schools have no chalkboard and in 12 percent of the classes, pupils sit on the floor. The absence of facilities needed to facilitate teaching and learning and lack of fund to purchase them lower the morale of teachers and this make them perform below expectation. The current study reveals that much have not been recorded in the area of facilities

provision under the UBE program as pointed out from the percentage of facilities distribution assessment.

It is believed that where physical and teaching facilities are provided (and are particularly adequate), teaching and learning are expected to be faster and more permanent because of the feeling of satisfaction the conducive learning atmosphere provides. Peretomode (2001) equally points out this fact when he asserts that school climate influences teachers as well as pupils work behavior and performance in schools.

Pupils must be taught under good conditions so that learning can effectively take place. The availability of adequate facilities are expected to provide primary schools with conducive teaching and learning atmosphere (Dike, 2002; Gbadamosi & Adeyemi, 2003 & Edun, 2005) .

Conclusions and Recommendations

Findings of this study have provided objective point of view, which presses on government and other stakeholders in the educational sector to collaborate and be aggressive in the provision of facilities in our primary schools. The importance of adequate provision of necessary educational facilities under the UBE program cannot be over-emphasized in achieving the laudable objectives of the scheme especially in the area of classroom control and discipline and teaching-learning atmosphere which are vital to school success in achieving educational objectives.

To this end therefore, quality control should be ensured in public primary schools in Ogun State. The system is a function of the quality and quantity of inputs and the efficiency of the sector can therefore be assessed by these. Ogun State government should make sure that there is quality control of the UBE facilities and the use to which they are put so that their impacts on classroom control and discipline and teaching-learning atmosphere are adequately realized. These facilities are not provided for their own sake but for the quality they will build into the education of the State and the nation in general. This can be achieved through the establishment of a monitoring commission under the State Universal Basic Education Board (SUBEB) that will make periodic on-the-spot assessment of the facilities situations in primary schools, with the aim of providing government and other stakeholders feedback. Such feedback should therefore be channeled towards correcting the wrongs in our schools with the aim of ensuring that these facilities impact positively on class and school activities in general.

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